DOCUMENT RESUME

ED 401 936 IR 056 211

AUTHOR Howard, Patricia
TITLE The History of Cincinnati Bible College Library.
PUB DATE Nov 95
NOTE 43p.; Master's Research Paper, Kent State University. Appendix contains photographs that may not reproduce clearly.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Biblical Literature; *College Libraries; Higher Education; History; Library Administration; Library Administrators; Library Collections; *Library Development; *Library Facilities; Library Personnel; Library Policy; *Library Role; *Library Services; Religious Education
IDENTIFIERS *Bible Colleges; *Library History; United States

ABSTRACT

Very little has been written about Bible college libraries in the United States, even though they have been in existence since the early 1880s. This study presents the history of Cincinnati Bible College Library, tracing its development from its inception in 1928 over the years and showing how it has followed the mission statement of its parent institution. Factors examined include: (1) changes in the college mission and how these are reflected in changes in library services, collection development, policies, and its statement of goals; and (2) the college's accreditation process and resulting changes in goals, staff size, services, and structures. Historical data is gathered from interviews and the college and library archives collection, consisting of college catalogs, newsletters, reports from board meetings, and letters to the presidents. Changes have occurred over the years in the college and library location and structure, student population, library staff, and services, but not in the overriding goals and objectives as dictated by the college and by the Accrediting Association of Bible Colleges. Appendices contain a campus map, photos of the library and library staff, a chart of total volumes from 1975-1986, and a floor plan of the library. (Contains 25 references.) (Author/SWC)

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THE HISTORY OF CINCINNATI BIBLE COLLEGE LIBRARY

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Patricia Howard

November, 1995

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ABSTRACT

The History of Cincinnati Bible College Library

Bible college libraries in the United States have been around since the late 1880s, and very little has been written about them. The following is a historical study of one of these libraries, that associated with Cincinnati Bible College. This school of 626 undergraduate students is located in the southern Ohio city of Cincinnati and is part of the Church of Christ/Christian Church brotherhood. The purpose of this research paper is to show how one Bible college library has developed over the years and how it has followed the mission statement of its parent institution. Changes in the college mission and how these are reflected in changes in library services, policies, and statement of goals are investigated. Accreditation is an important part of the Bible college, and research into records of C.B.C's accreditation process, including self-studies and C.B.C.'s following of the guidelines set up by A.A.B.C. (the official accrediting association for Bible colleges), is included. The methodology that is used for this study is that of the historical method of gathering research information. It is hoped that this will be a significant study for other Bible college libraries in that they will see what another Bible college library has done and learn from it. The archives collection of the college and library, which consists of items such as college catalogs, newsletters, reports from board meetings, and letters to the presidents, is also examined.

Master's Research Paper by

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ACKNOWLEDGEMENTS

I am deeply grateful to the staff of Cincinnati Bible College Library for their willingness to give of their time, their expertise and their sources to me for this paper. I was blessed with access to the archives through Lori Thornton, reference librarian, who spent hours pulling and copying primary source material. Jim Lloyd, library director, gave me his office and files to work from as well as his time to talk with me. I also wish to acknowledge Steve Herrick, assistant to the library director, and Scott Lloyd, graduate assistant, for their willingness to accommodate me and give of their time at the last minute. I also appreciate the first-hand information that I was able to receive through the following individuals from the college and library: Mr. Dan Eynon, former graduate and retired staff member of C.B.C., whose stories of the college were a delight; Dr. Earl Sims, academic dean & vice-president of undergraduates and former librarian; Victor Maxey, former librarian; and Dana Eynon, retired professor of English and Journalism and daughter of Mr. Dan Eynon.

I wish to thank my son-in-law and daughter, Jerry and Leslie Sharkey, who generously opened their home for the use of their computer at virtually all hours, and gave of their time and expertise in editing and reediting this paper. My gratitude also goes to my husband, Jim, for his patience, encouragement and prayers during this project, and to the rest of my family, friends, and pastors, whose love and support and

prayers enabled this to become a reality.

I appreciate Dr. Lois Buttlar, my adviser from Kent State, who enabled me to get this paper off to a right start and who gave graciously and sacrificially of her time and guidance in preparation and completion of this paper.

Finally, I want to give thanks to my Lord and Saviour, Jesus Christ, for giving me the motivation and wisdom to begin to write, to write and to complete this work.

I. INTRODUCTION

It was the 1800s and the drift in higher education went from rationalism to secularism and skepticism, and from a God-centered belief to man-centered humanism and agnosticism. A group of Evangelical leaders felt that another type of institution which would fulfill Christ's Great Commission to take the Gospel to all the world and teach all nations was needed. The revivals which had taken place showed unmet spiritual needs of the masses, and young people were volunteering to be missionaries, Sunday school teachers, evangelists and ministers. There was a need for training of these workers.

Inspired by a school in London that was fulfilling this Great Commission, Dr. A. B. Simpson began the first Bible college in America in 1882. As an evangelist with a vision and a passion to take the Gospel around the world, he opened the Missionary Training College for Home and Foreign Missionaries and Evangelists in New York with twelve students. Its name changed several times; finally, with its move to Nyack, New York, in 1897, it became known as Nyack College.

Another man who also had a passion for world evangelization and a conviction that training was needed for these workers was D. L. Moody, founder of the second U.S. Bible college, Moody Bible Institute, in 1886. This school was dedicated to teaching men and women the fundamentals of the English Bible and personal

evangelism.

By 1900, there were 11 Bible institutes and colleges established in North America; by 1920 this number had grown to 35; and by 1980 there were more than 200 Bible colleges and Bible institutes. "Today, there are around 500 Bible colleges and Bible institutes in North America. . . . Twenty percent are non-denominational. The balance represent various denominations--most notably the Church of Christ/Christian Church, Baptist fellowships, Wesleyan groups, and the Assemblies of God" (Kallgren and Beyer 1995). Surveys taken in 1980 show that about 75 percent of the Christian missionaries in the field had some training at a Bible school (Hanna 1986). Today Bible colleges perform a unique role that is unlike their sister Christian liberal arts colleges. They have a different mission that focuses on offering programs that equip students for ministry and a different curriculum that has the Bible at the heart of every program. The Bible college is described as follows:

> A Bible college is an institution of higher education in which the Bible is central and the development of Christian life and ministry is essential. A Bible college education requires of all students a substantial core of Biblical studies, general studies and Christian service experiences and integrated a Biblical worldview with life and learning. It offers curricula that fulfill its overriding purpose to equip all students for ministry in and for the church and the world (American Association of Bible Colleges, 1991,6)

An integral part of the educational process is the Bible college library. It is no longer a warehouse of books, but, according to the guidelines of the American

Association of Bible Colleges, "each one exists to support the philosophy, purpose, and curriculum of a unique institution" (American Association of Bible Colleges, 1991,6).

Purpose of the Study

The purpose of this research paper is to show how one Bible college library, the Cincinnati Bible College Library, has developed over the years and how it has followed the mission statement of its parent institution. This will be shown through the library program as a whole, including collection development, services, policies, and the statement of goals. "Every library has a personality, just as its parent institution does" (Chesley 1993,2). What is the personality of Cincinnati Bible College Library and its parent institution? Have major changes occurred through the sixty-nine years that they have been in existence? If so, how have they affected the library? When did the library become accredited with the A.A.B.C., and how did that impact the library? Changes in goals, staff size, services, and structures, and any changes that have resulted from the accreditation and evaluation process are examined.

Definition of Terms

"American Association of Bible Colleges" (A.A.B.C.), now called the Accrediting Association of Bible Colleges, is the official accreditation association for Bible colleges in North America.

"Accreditation" of the school means it has been certified as meeting all formal requirements, including academic excellence, facilities, etc. (Random House 1984).

Limitations of the Study

This research study is a historical study and is limited to a particular Bible college library and its development, especially as it fits in with its parent institution. Even though the library services the seminary, there will only be concentration on the area of the library that services the Bible college.

Significance of the Study

Because few histories have been written about the Bible college library, it is important that we know more about these libraries. Other Bible college librarians need to see what their colleagues in the field have done in libraries through the years. They

will also benefit from seeing how changes in the Cincinnati Bible College Library have affected its growth and development.

II. LITERATURE REVIEW

Most histories of colleges put little emphasis on the library and librarians. There have been few studies done solely on the history of Bible college libraries. More has been written on the academic and theological libraries (Zefren 1956; Pierson 1950). An article by Boyd Childress (1987) on academic library history was applicable for comparison sake. Mr. Childress looked at two histories of the American academic library, noting that the original college library was used primarily for book storage with very few hours of access and no trained librarian. Since the lecture method was emphasized in the college curriculum and books were not demanded for investigative study, the library was really not used that much.

Dr. John L. Eagen, a former vice president for academic administration at St. Paul Bible College, wrote a pamphlet that not only gives a history of the Bible college movement but also paints a picture of what the United States was like at the time Bible colleges emerged (Eagen 1981). Also of value was a listing of Bible colleges that were accredited with the American Association of Bible Colleges, in which Cincinnati Bible College was included. The listing showed where Cincinnati Bible College stood in its enrollment and founding along with other A.A.B.C. colleges in 1981.

Kenneth Gangel (1980) also wrote about the past, present, and future of the Bible college and addressed its importance in higher education. Kenneth Hanna

(1986), in his account of the history of Moody Bible Institute, covered the history of the Bible college movement and the status of Bible colleges in the 1980s. Bob Kallgren and Bryan Beyer (1995) discussed what makes the Bible colleges unique.

Ed Chesley, librarian at Appalachian Bible College, conducted a survey of eighty Bible college libraries listed in the A.A.B.C. Directory (A.A.B.C. 1992) in order to determine the characteristics of such libraries and present a "personality and demographic profile" of them (Chesley 1993, 3). Chesley's research showed that there was usually one professional librarian with a MLS degree whose pay scale was low and workload was high, and most libraries had holdings of less than fifty thousand volumes with a sizable theological collection and a need for increased automation to adequately serve the schools' students and other patrons. Another study was a history of Mount Vernon Nazarene College Library, a church-affiliated liberal arts college in Mount Vernon, Ohio (Fruehling 1989). Some of the problems and challenges that were faced by the director and staff of the library as well as the college were identified.

Most of the literature on Bible college libraries can be found in *The Christian Librarian*, the magazine of the Association of Christian Librarians. Doug Cook (1980, 73-77) wrote in this magazine on the role of the Bible college library. He shared some basic Bible college objectives as set down by the American Association of Bible Colleges and provided guidelines as to how these objectives should be carried out in the library. Cook (1980, 78-82) also surveyed sixty Bible colleges affiliated with the

Association of Christian Librarians in 1978. He gave statistical information related to student body size, number of volumes, number of colleges affiliated with the Association of Christian Librarian at that time, number of professional staff, shelf capacity, and yearly circulation averages found in these Bible college libraries.

The only publication found that related specifically to the Cincinnati Bible College appeared in a dated brief history prepared by the executive director of the American Association of Bible Colleges, since changed to the Accrediting Association of Bible Colleges (Witmer 1962). Dr. S. A. Witmer is himself a Bible college graduate and a former president. At the time he wrote his history of Cincinnati Bible College it was known as Cincinnati Bible Seminary (Witmer 1962, 76-7).

III. RESEARCH METHODOLOGY

The method for writing this paper is that of historical research. Primary source materials were obtained from the archives collection of Cincinnati Bible College Library. These included catalogs, newsletters, reports of library board meetings, as well as reports written to the presidents of the college through the years.

Several key people were interviewed who were either influential or had knowledge that contributed to this study of Cincinnati Bible College Library: one of the first graduates and a former professor, Mr. Dan Eynon; two of the previous directors of the library, Mr. Victor Maxey (1968-1986), who also taught in the college, and Mr. Earl Sims (1953-1966), who is presently the academic dean of the college; Dana Eynon, Dan Eynon's daughter, a professor of journalism for twelve years; and Mr. Jim Lloyd, the present director of the library who has been there since 1986.

For looking at the impact of accreditation on the library, the A.A.B.C. self-study reports from the library director's files were used. Background material was provided by secondary sources on the history of the Bible college movement as well as a book and pamphlet which had information on Cincinnati Bible College.

IV. HISTORY

The College

Cincinnati Bible College, located in Cincinnati, Ohio, was created on September 23, 1924, by the merging of two institutions, McGarvey Bible College in Louisville, Kentucky, and Cincinnati Bible Institute. At the time of this merge the Restoration Movement, a movement to restore New Testament Christianity to the churches, was taking place. According to the first catalog of the school, this movement was suffering at that time "from a lack of an oncoming generation of leadership loyal to the New Testament scriptures, on fire with evangelism and committed to the task of restoring the New Testament church in the world." Certain missionary leaders believed that unless some institution was speedily established which would make available "a large number of rightly trained men and women, the future of the Restoration Movement in America will be exceedingly doubtful" (Catalog 1924, 13). These two schools, having the same ultimate goal, brought together the need of the Restoration Movement for leadership in the churches that would be grounded in the Bible. The Church of Christ/Christian Church brotherhood were the churches that were involved in the Restoration Movement, and Cincinnati Bible College is associated with these fellowships.

The following is the mission statement for the college, as taken from the college's undergraduate catalog, 1993-1996:

> The mission of Cincinnati Bible College is to prepare men and women for Christian service. Because their service is rendered primarily through the church, the basic task of the College is to educate persons for church-related vocations. Its secondary task is to equip Christians who pursue other vocations for their livelihood to render effective service within the church (p. 6).

An essential to performing this mission, according to this same catalog and Article III of their Constitution, is that the Bible be made its chief textbook and all courses of study and that work be in "harmony with the spirit and letter of the word of God" (p. 6). This mission has not changed from the original constitution of the college in 1924. This mission statement is lived out as students and faculty are required to follow the Campus Code of Conduct, which means that they should have a lifestyle pleasing to God and in harmony with others. An integral part of the college program that helps the students with this Campus Code of Conduct is chapel and worship services and discipling groups. Students take this Campus Code of Conduct off campus as in this quote taken from the 1993-96 college catalog: "The college is highly regarded among the social agencies of the city because of the voluntary work accomplished by the students" (Catalog, 1993-96). Students are also involved with work in the local churches--all this as part of fulfilling the Christian service requirements of the Bible college.

During the first sixteen years of Cincinnati Bible College, which was named Cincinnati Bible Seminary at that time, the campus consisted of two very large residences and a rented Presbyterian church building which served as a chapel and public-session meeting place. These were located close to the present campus. In 1939 twenty-seven acres with five buildings were purchased, and the campus moved to its present location on the highest hill within the city of Cincinnati. In 1941 the Presbyterian church building was purchased and used as a chapel until 1983. The establishment of a graduate school and a graduate reference library took place in 1956. The present Edwin G. Crouch Memorial Building was built in 1968 to house the library and the graduate school. "Adjoining properties were gradually added to the campus, and in the fall of 1983, the multipurpose building, Presidents Hall, was dedicated" (Catalog 1993-96). A map of the campus can be found in Appendix A, Fig. 1. In the 1950s evangelism continued to be a motivating force at C.B.S., as it was in the beginning of the college, and graduates carried the Great Commission into twenty foreign lands and forty-one states. The college became an accredited member of the American Association of Bible Colleges (A.A.B.C.) in 1966. In 1987 the corporate name of the school was changed to Cincinnati Bible College & Seminary. Cincinnati Bible College joined with the Greater Cincinnati Consortium of Colleges and Universities in 1988 and in 1989 was accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

According to Mr. Dan Eynon, Christian Service Director in 1966, accreditation brought these changes in the college: each student had to give one hour of service a week, and there was a distinction made between the graduate school and the undergraduate school. Though there has been rapid growth and development experienced along with changes in student body, curriculum and campus facilities, "the faculty and administration have maintained a consistent defense of 'the faith that was once for all entrusted to the saints'" (Catalog 1993-96, 7). In 1924 there was a student population of 18 (11 graduated in 1928); this increased to 170 in 1932, 496 in 1960, and 706 in 1968. As of August 1994 there was an enrollment of 898 full- and part-time students (626 in undergraduate programs) at C.B.C.&S. along with 120 faculty and staff. Earlier in the history of the college, most of the students were from the Church of Christ/Christian Church fellowships. However, in the 1950s mostly military veterans were coming to the college, and in the 1990s the students have been from many different churches as well as a great number of second career people coming back to college.

There have been additions and changes in the degrees and programs at Cincinnati Bible College through the years. Following are the degrees and programs, with only the additions or changes being listed, as taken from the college catalogs:

1923-24	Pastors' Assistants' Course
	Bible School Workers Course
	2 year English Ministerial

3 year English Ministerial
4 year Bachelor of Arts Ministerial
5th year Master of Arts
6th year Bachelor of Divinity

1925	McGarvey English replaced 3 year English Ministerial. Courses were called special classes, regular college courses and graduate courses.
1935-36	Bachelor of Sacred Literature added
1940-41	Added foreign language (Greek & Hebrew) requirements with several Bachelor & Master's Degrees Bachelor of Arts Classical Degree added
1949-50	Minister's Assistant Certificate (2 years) and Church Music Certificate added
1953	BA in Bible, BA Ministerial and BA Classical dropped Bachelor of Theology added
1958	Bachelor of Sacred Music (4 year) added
1964-65	BS in English Bible, BA (Bible) Ministerial, BA (Bible) Missions, BA (Bible) Christian Ministries, BS and BA in Christian Education, and BS in Missions added
1968-69	Associate of Science Degree (As.S) offered All certificates are now called Associate Degrees Major in Commercial Education, Major in Bible and Christian Ministries (AB Degree) added
1972-74	Minor in Christian missions and education Major in Business Education (change from Commercial Education)
1974-76	Minors not listed Major in Ancient Near Eastern Studies added

1976-80	Associate of Science (General Studies for Women), BM in Church Music added
1978-80	Associate Degrees in Christian Education, Deaf Education, Church Music, Business Education, English Bible added BS in Deaf Education added Co-operative program with Ft. Hays State University, Hays, Kansas allowed students to transfer 64 hours to Ft. Hays.
1993-96	BA and BS in Biblical Studies with a second major in Bible and General Studies added

The Library

The Early Years

There was a program from the very beginning of Cincinnati Bible College to build up a library. The proposal for an administration building that was to house a well-lighted library for thirty thousand volumes was made public in the 1928 school newsletter, *Nautilus*. In these early years the library was on the first floor of the boys' dorm, which was a small room with books mostly donated by preachers from the Churches of Christ and Christian Churches. By 1928 there were about three thousand volumes in the library. Students had access to and used the Cincinnati Public Library. The first and most important book in the beginning library of C.B.C. was the Bible. Since funds were not available to purchase books, appeals were made through church

newsletters, and, according to the librarian, Prof. W. C. Sayrs, as taken from *The Cincinnati Bible Seminary Bulletin 1930*, they had increased to five thousand volumes. No mention of a formal budget could be located in the research of those early years. In 1937 a total of two books was purchased.

In 1949 the library moved to the third floor of the administration building and was remodelled from what was a dark attic-like place to a room with fluorescent lighting and tiled floor (see Appendix A, Fig. 2). There were only forty chairs so students had to wait for seats, and there were also only thirty inches between book shelves making the situation a crowded one (see Appendix A, Fig. 3). All the books were cataloged according to the Dewey Decimal System, and the library regularly received about fifteen theological quarterlies. In 1952 the graduating class contributed toward a card catalog case for the library, and the theses of graduates were filed by subjects for the students' use in the library.

In the early years, the library was directed by faculty from the college. The first librarian was Prof. W. C. Sayrs. During the years 1937-43, Miss Jewell Bishop, along with Prof. George Elliott, cared for the library. In 1944 the library was under the supervision of Prof. George M. Elliott, with the help of student librarian Richard Crabtree, and was under faculty supervision until 1966 (see Appendix A, Fig. 4). It was kept functioning in an efficient manner through student assistants. Earl Sims, who became the next librarian, worked as a student librarian for Professor Elliott. Dr. Sims

served as the head librarian as well as the registrar and bookstore manager from 1953-1966 (see Appendix A, Fig. 5). He had his degrees in theology and had taken some library courses at the university. The library had seating for twenty-five students with about three hundred students in the school. There was no automation, and therefore catalog cards with only four lines of information, and labels on the spines of books were done by hand. The subject headings were taken from the librarian's head rather than books, such as Library of Congress. Most of the books were from donations, a large part from the churches. With the establishment of the graduate school in 1956, a consideration of separation of the library into two libraries was considered. Since that time, however, a graduate reference room housing a special collection was established, and the two separate libraries were not brought to pass.

Growth in the Sixties

By 1961 the library was growing at a rate of about one thousand volumes per year, and with a student body of 496 a need arose for a separate and larger library. The need was published in the school and alumni newsletters, which mostly went to the Churches of Christ/Christian, and money came in to build the Edwin G. Crouch Memorial Library and Graduate School building. From 1966-1968 a librarian, Miss Claudia Moore, who was qualified by virtue of education and experience, served (see Appendix A, Fig. 6). Accreditation with A.A.B.C. came into being in 1966. The total book collection for the 1966-67 school year was 18,053 volumes, and the circulation

of library materials was 9,096. About 65% of the library holdings were in the area of religion.

Under Maxey's Leadership

In 1968 Mr. Victor Maxey, former graduate of Cincinnati Bible Seminary, librarian and educator, became the director and served for eighteen years (see Appendix A, Fig. 7). Major events took place during these years that affected the library as well as the college. The Edwin G. Crouch Memorial Library and Graduate School building, named in honor of the late chairman of the board of trustees of the seminary, was completed; and on February 6, 1969, students, faculty members, administrative officers, alumni, and librarians moved the library from the old quarters into the beautiful new facility (see Appendix A, Figs. 8 & 9). The main library, which is on the second floor, housed the approximately twenty five thousand volume collection as well as provided study space for at least two hundred students. Mr. Maxey was one of the founding fathers of the Greater Cincinnati Library Consortium (G.C.L.C) which opened the way for students to get materials at twenty-one other libraries in the city. Networking was a big part of the library during these years. A modern computer, the "Cathode Ray Tube," which was part of a nation-wide network of more than two thousand libraries and programmed with data for over seven million volumes, was installed in 1971. In 1973 Cincinnati Bible Seminary became the first Bible college to join OCLC (Ohio College Library Center), now called Online

Computer Library Center, which gave students more interlibrary cooperation. By 1985 there were 52, 272 volumes in the library (see Appendix A, Fig. 10) and with a real thrust to build the Restoration Movement collection at this time. The library staff under Victor Maxey consisted of an assistant to the librarian at first, and in his last four years two more employees were added to the staff.

Under Lloyd's Leadership

In 1986 after serving as assistant to Mr. Maxey for two years, Mr. Jim Lloyd became director of the library and continues in that position to this day. He has degrees in theology, library science, Bible, and Christian ministries and is well qualified to serve the purpose of the college as well as the library. He has advanced the performance of this purpose as 75% of the collection is in Bible and theology. According to the 1992-93 library report, this library exists, as it has in past years, to build a collection that "supports the curriculum, making materials available to students to use in meeting course requirements; provides materials to assist students in their spiritual development; assists faculty research, preparation and professional growth and maintains those materials pertaining to the heritage of the Restoration Movement." The library, now called the George Mark Elliott Library, in honor of Prof. Elliott, consists of a main collection of circulation and reference materials which totals 93, 251 volumes (as of August 1994) including books and periodicals. Also a part of the collection are 43,776 units of microforms, 1,049 units of film and video materials, and 10,088 sound

recordings. The film and video materials and sound recordings are housed in a separate audio visual room in the library (see Appendix A, Fig. 11). A separate room for the archives collection was established in 1989 and houses historical materials of Cincinnati Bible College and Seminary and the Restoration Movement, as well as about one thousand rare books.

The library provides four basic services to its patrons:

1. Makes available a carefully selected and catalogued collection related to courses of study
2. Circulates materials
3. Provides reference and information services
4. Provides cooperative activities with other libraries (Report 1992-93, 90).

Concerning circulation transactions there were 34,277 items circulated in 1994; 502 items were sent and 872 received on inter-library loan. In providing reference and information services, there were 33 reference transactions, including computer searching, per typical week in 1994. Since 1986, "the library moved from a survival mode (1986-87) [due to a financial crisis and very little budget in 1986] to a maintenance mode (1987-89). During the latter years, the library geared itself to maintain hours, provide services to the students and faculty, and organize itself for future development" (Report, 1991-92, 1).

In 1990 the alumni of C.B.C.&S. provided the library with the IBYCUS Scholarly Computer, which gives students access to the Biblical languages, as well as

other ancient and modern languages (see Appendix A, Fig. 12). More computer-assisted resources that have been added to the library include the following: ATLA Religion Database, which contains indexing materials; Academic Abstracts, the CD-ROM that indexes more than 800 magazines and journals from 1984 to the present; and CD Newsbank, which provides full-text articles from newspapers and wire services on issues and events in arts and literature, law and crime, education, as well as other subject areas; and in 1995 The Index for Psychological Literature (PsychLit) for the Masters of Counseling class.

The library increased in staff during the 1990s from two to three professional librarians and added two other full-time persons. Presently, in addition to the library director there is a technical services librarian and a reference librarian. The reference librarian is located by the circulation desk so that she is available to students and other patrons who need help. A graduate student, who is one of the student assistants, is in charge of the circulation area and student workers. The latest development and change, which will add better and more efficient services for students, faculty, as well as library staff, began in 1994 when the library started automation planning of its card catalog and circulation system.

Evaluation of the Library

The purpose of the library has been the same for many years. According to the report for A.A.B.C. and North Central Association,

> The purpose of the library is to collect, maintain, and circulate materials, and to provide services needed to carry out the educational objectives of C.B.C.&S. It is an essential part of the instructional program, supporting and supplementing classroom instruction (Report, 1992-93, 84).

With accreditation in 1966 to A.A.B.C. came the first evaluation in 1976 of the school and the library. A.A.B.C. recommended that the collection should be broadened and not concentrated so heavily in religion. As stated in the A.A.B.C. 1973 manual, the "holdings of a library should reflect the size of the college, its objectives, and its programs of study. . . . Besides books, a library should hold other materials functionally suited to the educational programs and made accessible to students and faculty" (Manual 1973, 52-53). Significant additions were made in eight different subject areas. Faculty were asked to select library materials across a broad spectrum of knowledge but particularly in support of their teaching areas. The school considered that, in light of its participation in the Ohio College Library Center (OCLC) as well as the Greater Cincinnati Library Consortium, the collection was adequately broad.

The second recommendation for change from the 1976 evaluation was that the college add another professional librarian; so the assistant to the librarian began work on a master's degree in library science in 1977. She had twenty-one hours in library

science from a university and ten years library experience at C.B.C. In 1986 there was a dramatic improvement in staffing: a technical services librarian was added who held degrees in Christian education and instructional media; a professor of Christian education became faculty supervisor of the audio-visuals program of the library; in addition to three full-time professionals, the library added an experienced secretary who had knowledge of the library.

In 1985 A.A.B.C. recommended increased seating since there should have been space for 40% of full-time enrollment. There were only about 125 chairs in the main library, and twice that many were needed for the 700 full-time students. In recognition of the seating problem, the library committee appointed a sub-committee, the Library Space Planning Committee, to project space needs, including the need to erect a new building. This space need was alleviated somewhat by the microforms which were rated fairly high since this helped with the need for space. However, in 1995, the long range plan of the college includes an addition to the Crouch building which would double the space in the library.

Another guideline that is important to A.A.B.C. is that the library have a collection management policy. The library committee in 1986 began this project, and it was completed by the director of the library, Mr. Jim Lloyd, in 1987 and revised in 1994. The policy states that its guidelines for selection "will develop its core collection after the work of John Montgomery who contends that the theological library's

collection should resemble the following pyramidic structure: [bottom--up] exegetical theology [book by book]; systematic theology [doctrines]; historical theology [denominations, leaders, church history]; and practical theology [application of scriptures]" (Policy 1987, 2-3).

As to the importance of accreditation in the library, Mr. Lloyd states that he has been made more aware of the mission of the school and the library's part in helping the college achieve its mission by supporting the classroom and curriculum and taking them beyond this to be able to go out to minister.

V. SUMMARY AND CONCLUSION

Since 1924 and the founding of Cincinnati Bible College, the college has remained true to its mission to "be a one hundred percent gospel training school, to prepare preachers, missionaries and church workers for Christian service" (Bulletin 1923-24, 11). According to *Nautilus*, the school newsletter of 1929, the founders were committed to the Bible as the infallible and final word of God, and they made the Bible the school's chief textbook, arranging all its courses of study and conducting its work in harmony with the spirit and letter of the Word of God. The library has followed the mission statement of the college in its purpose, goals and objectives and has followed the description of a Bible college library as given by the Accrediting Association of Bible Colleges.

The personality of Cincinnati Bible College Library and its parent institution is and has been that of a Christian, conservative, Bible-based institution with outreach in service to others. Students should graduate with a "sound theory of practice of ministry that will meet the current and future needs of a growing church" and have the "methods and tools of research for continuing personal and professional growth" (Report 1988-89, 12). The strengths of the library in the 1990s are the "Bible and theology collections," the periodical collection, which is "one of the better collections of Biblical and theological periodicals in the area," the library staff, which is "well qualified and

capable" and the well balanced collection (Report 1992-93, 99-100).

Changes have occurred in the college and the library in location and structure, student population, library staff, and services but not in the goals. One of the recently retired professors of C.B.C., Dana Eynon, professor of Journalism and English, has seen the changes in the library in the past twelve years she has taught at the school. She stated that the library has met the needs of the students; for example, the librarian has tours for students at orientation time and works with them through the English classes on assignments for learning research. She also spoke highly of the library and how it cooperates with the curriculum and the mission statement of the school. The future of Cincinnati Bible College and the library looks bright as they hold true to the vision and purpose God has entrusted to them.

APPENDIX A:

ILLUSTRATIONS

ILLUSTRATIONS

Cincinnati Bible College & Seminary
2700 Glenway Avenue
Cincinnati, OH 45204-3200

Campus Map

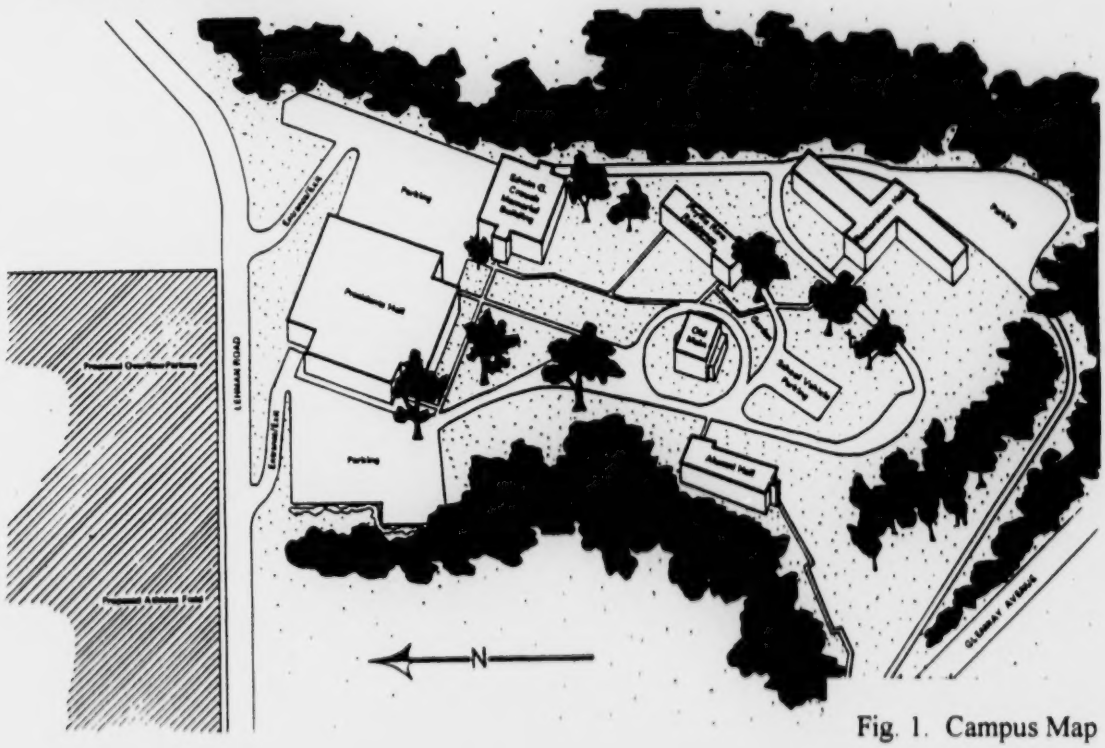

Fig. 1. Campus Map

Fig. 2. Administration Building

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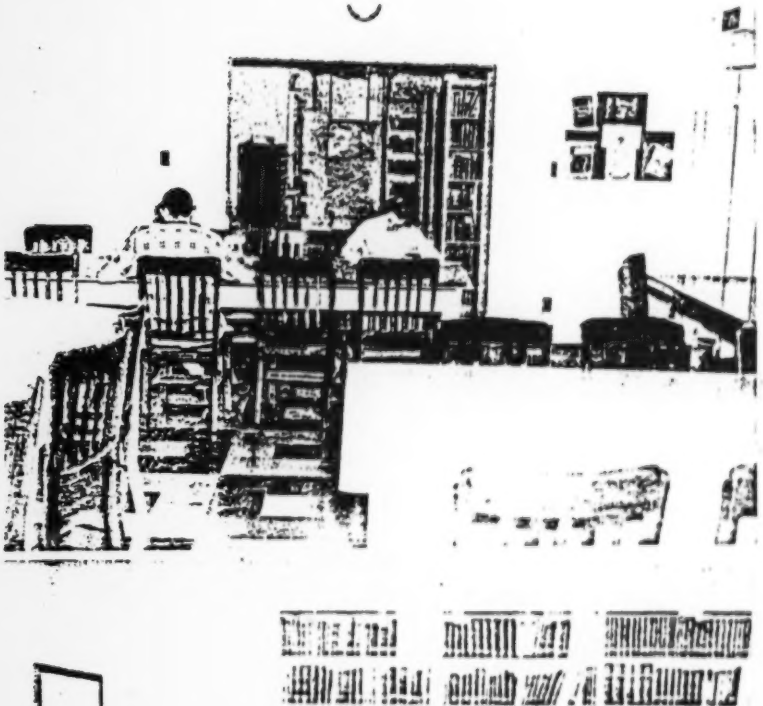

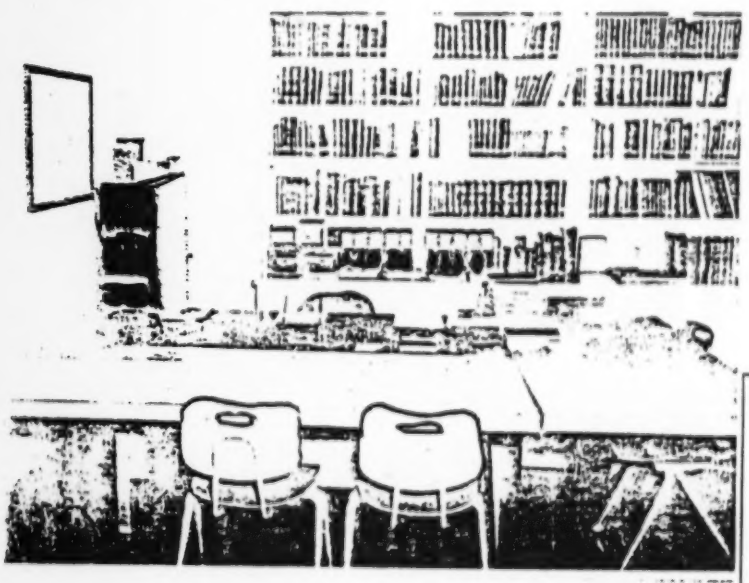

Fig. 3. Library 1950-1969

Fig. 4. Prof. Elliott & Assistant, Earl Sims

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Fig. 5. Earl Sims, Librarian

Fig. 6. Miss Claudia Moore, Librarian

Fig. 7. Victor Maxey, Librarian

Fig. 8. Edwin G. Crouch Memorial Library and Graduate School Building

Fig. 9. Library Moving Day

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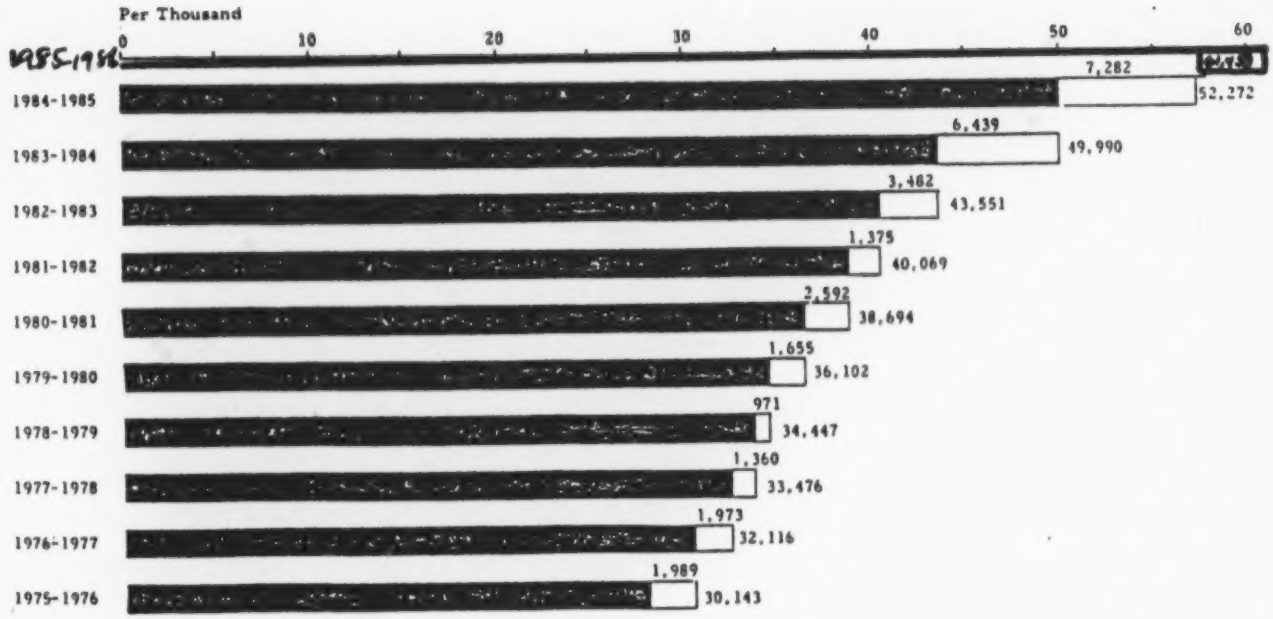

Fig. 10. Total Volumes in Library 1975-1986

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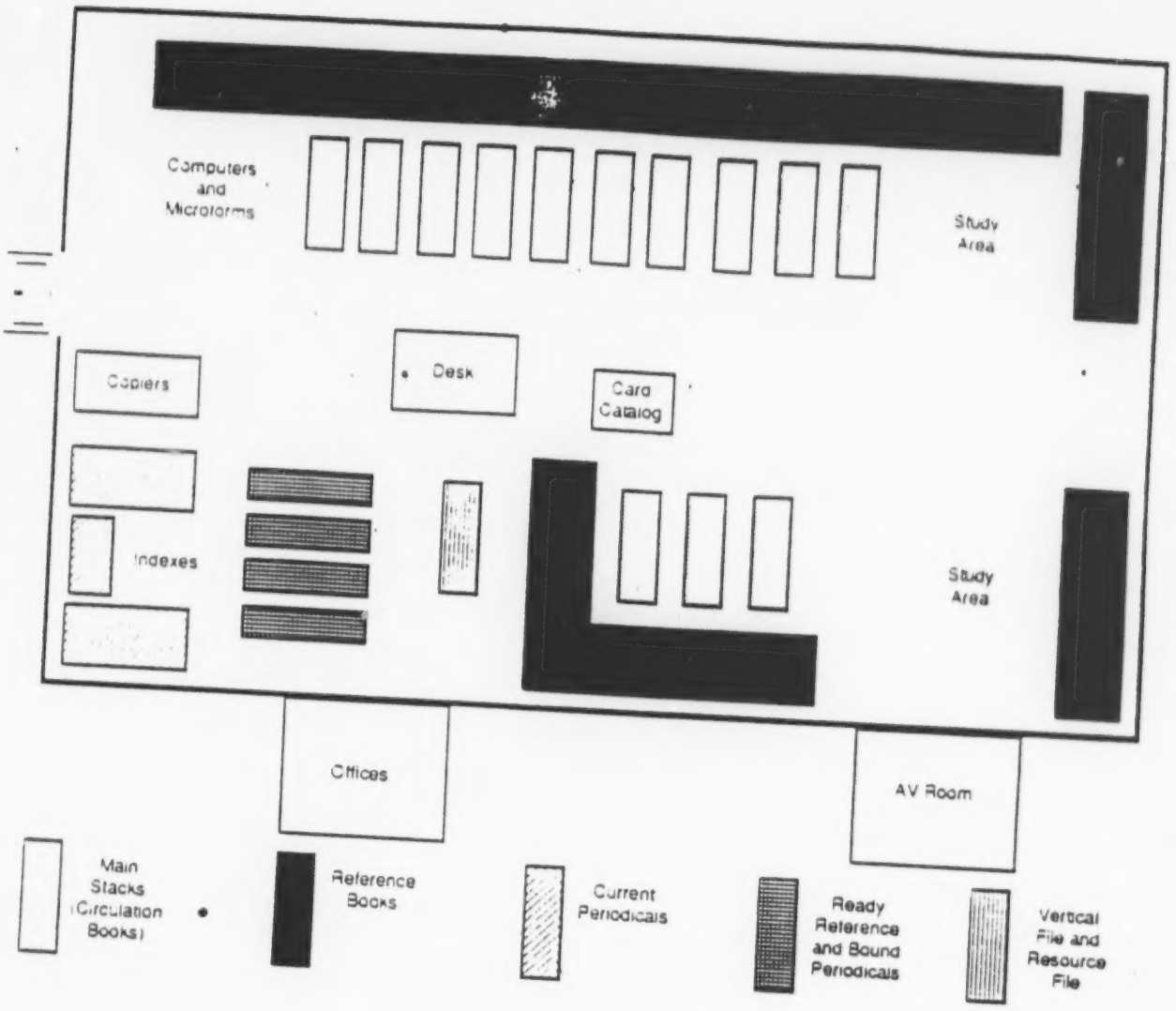

Fig. 11. Diagram of Library

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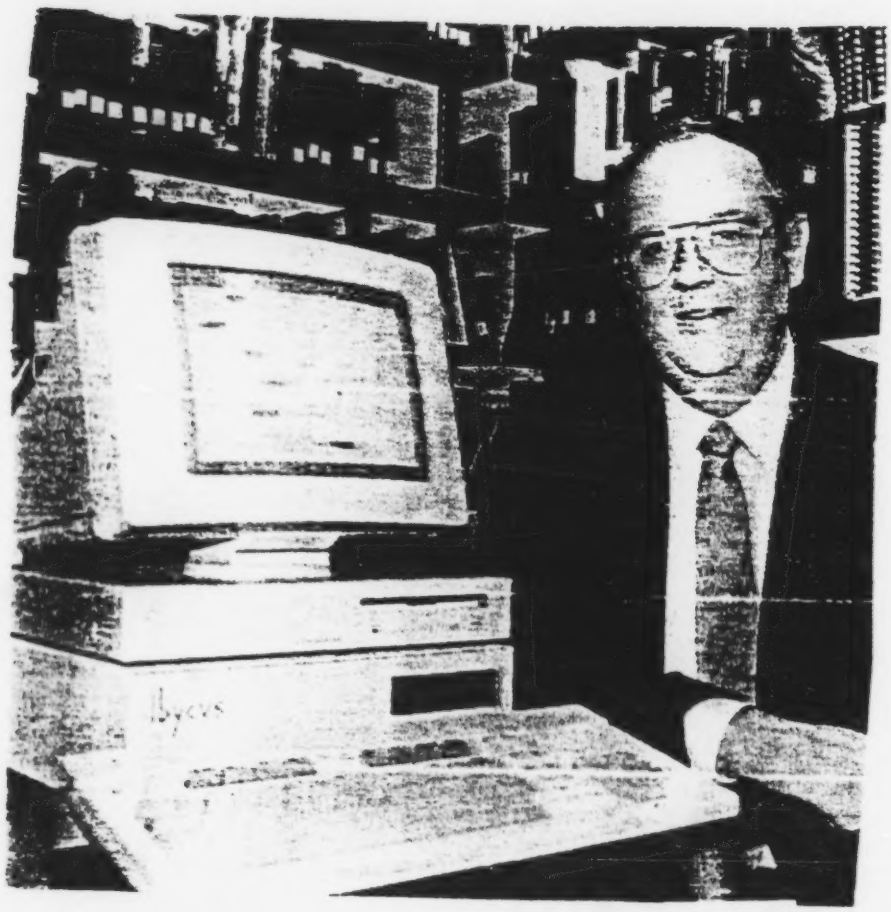

Fig. 12. Jim Lloyd, Librarian & Ibycus Computer

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